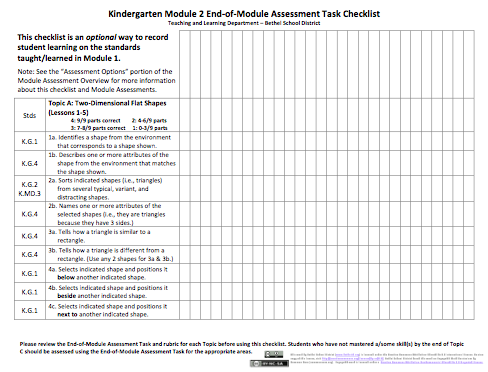
**Eureka Math *A Story of Units***

**Kindergarten – Module 5**

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Materials based on Eureka Math Version 3.



Note: Checklists for use in observational assessment have been sent with this assessment booklet. See page 2 for information on how to use these checklists.

**Module Assessment Overview**

**Purpose of Assessments**

**Mid-Module Assessment:** These tasks address approximately the **first half** of the module’s learning objectives, and provide important information for instruction and for grading.

**End-of-Module Assessment:** These tasks are based on all standards addressed in order to gauge students’ full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Administration of Assessments**

* Please use the specific language of the assessment.
* Use a stopwatch to document the elapsed time for each response. If a student is unresponsive, wait about 15 seconds for a response.
* Record the student’s results in 2 ways: (1) the narrative documentation after each topic set, and (2) the overall score per topic using the rubric, A Progression of Learning.
* Three days are allotted for the Mid-Module Assessment and an additional three days are allotted for the End-of-Module assessment in this module’s pacing. Use these days as needed depending on the assessment option chosen.

**Assessment options:**

* Administer the assessment question for each Topic as 1:1 interviews immediately following the lessons in that Topic.
* Use the checklist (provided in packet) to observe students during the lessons in each topic. Make note of students who show proficiency (as defined by Step 3 on the rubric) as you teach the lessons. At the end of the topic or module, only assess students who have not shown proficiency earlier. (Note: Be sure to interview all students at some point, whether during a formal assessment or not, to ensure you have a picture of their learning so they can be challenged or supported as necessary.)

**Grading Guidance**

The grading scale on Elementary Report Cards has been changed for 2015-2016 and beyond. Please note that ***4 now indicates advanced understanding of grade level standards expected at this time of year.***

**4 – Advanced:** Student demonstrates advanced understanding of grade level standards expected at this time of year.

**3 – Proficient:** Student demonstrates proficiency with grade level standards expected at this time of year*.*

**2 – Basic:** Student demonstrates basic understanding of grade level standards expected at this time of year. Student needs additional support and practice.

**1 – Below Basic:** Student demonstrates minimal understanding of grade level standards expected at this time of year. Student needs significant support and practice.

**Rubrics and Checklists have been updated to reflect this change. Rubrics have been further modified from Eureka Math originals for clarity, accuracy, and alignment to Bethel’s grade scale.**

**General Grading Guidance:**

* If the student is unable to perform any part of the set, her score cannot exceed Step 2. However, if the student is unable to use her words to tell what she did, do not count that against her quantitatively.
* If the student asks for or needs a hint or significant support, provide either, but the score is automatically lowered. This ensures that the assessment provides a true picture of what a student can do independently.
* If a student scores below Step 3, repeat that topic set again at two-week intervals, noting the date of the reassessment. Document student progress.
* On the report card, student learning is reported by CCSS domain. The Kindergarten CCSS domains are: Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.
* Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Module 5 Grading Guidance:**

* Standards K.CC.1, K.CC.2, and K.NBT.1 are only assessed in Module 4. Module 4 is the last opportunity to assess Standards K.CC.3, K.CC.4a, b, c, and K.CC.5. (See checklist on page 4.)

**Advance Preparation for Assessments**

Mid-Module Assessment Prep:

* Topic A: 19 loose straws (or another set of objects in the classroom)
* Topic B: (S) 19 cubes, work mat, marker, Hide Zero cards: 1 Hide Zero 10 card (Lesson 6 Template 2) and 5-group cards 1-9 (Lesson 1 Fluency Template 2)
* Topic C: 19 cubes

End-of-Module Assessment Prep:

* Topic D: Ten 10-frame cards representing 10
* Topic E: 17 centimeter cubes, 8 ½ x 11” number bond template (Lesson 7 Template) in personal white board, eraser

**Kindergarten Common Core State Standards Checklist by Module**

This grade-level chart provides an at-a-glance view of when each standard is addressed. **Shaded boxes indicate standards assessed in Module 5**. *Note that standards included in major clusters are followed by an asterisk (\*)*. Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| CCSS | | KINDERGARTEN MODULES | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| K.CC | 1\* |  |  |  |  | X |  |
| 2\* |  |  |  |  | X |  |
| 3\* | X |  |  |  | X |  |
| 4a\* | X |  |  |  | X |  |
| 4b\* | X |  |  |  | X |  |
| 4c\* | X |  |  |  | X |  |
| 4d\* |  |  |  |  |  | X |
| 5\* | X |  |  |  | X |  |
| 6\* |  |  | X |  |  |  |
| 7\* |  |  | X |  |  |  |
| K.OA | 1\* |  |  |  | X |  |  |
| 2\* |  |  |  | X |  |  |
| 3\* | X |  |  | X |  |  |
| 4\* |  |  |  | X |  |  |
| 5\* |  |  |  | X |  |  |
| K.NBT | 1\* |  |  |  |  | X |  |
| K.MD | 1 |  |  | X |  |  |  |
| 2 |  |  | X |  |  |  |
| 3 | X | X |  |  |  |  |
| K.G | 1 |  | X |  |  |  |  |
| 2 |  | X |  |  |  |  |
| 3 |  | X |  |  |  |  |
| 4 |  | X |  |  |  | X |
| 5 |  |  |  |  |  | X |
| 6 |  |  |  |  |  | X |

**Kindergarten Module 5: Mid-Module Assessment Task**

Student Name

|  |  |  |  |
| --- | --- | --- | --- |
|  | Date 1 | Date 2 | Date 3 |
| **Topic A** |  |  |  |
| **Topic B** |  |  |  |
| **Topic C** |  |  |  |

Topic A: Count 10 Ones and Some Ones

Rubric Score Time Elapsed

Materials: (S) 19 loose straws (or another set of objects in the classroom)

1. Count 10 straws into a pile. Whisper while you count so I can hear you.

2. Count 6 more straws into a different pile.

3. Count 10 straws and 6 more straws the Say Ten Way.

4. How many straws do you have? (If the student says the number the Say Ten Way, ask the student to also say it the regular way.)

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
|  |  |

Topic B: Compose Numbers 11–20 from 10 Ones and Some Ones; Represent and Write Teen Numbers

Rubric Score Time Elapsed

Materials: (S) 19 cubes, work mat, marker, Hide Zero cards: 1 Hide Zero 10 card (Lesson 6 Template 2) and 5-group cards 1-9 (Lesson 1 Fluency Template 2)

1. (Show the numeral 13.) Move this many cubes onto your work mat.

2. Use the Hide Zero cards to show the number of cubes on your work mat.

3. Hand me the cubes that the 1 is telling us about. (Point to the 1 of 13 on the numeral 13.)

4. (Put 3 more cubes.) This is 16 cubes. Please write the number 16 on your work mat.

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
|  |  |

**Kindergarten Module 5: Mid-Module Assessment Task (continued)**

Topic C: Decompose Numbers 11–20, and Count to Answer “How Many?” Questions in Varied Configurations

Rubric Score Time Elapsed

Materials: (S) 19 cubes

1. (Set out 15 cubes in a scattered configuration.) Count 12 cubes into a straight line. (Pause.) How many cubes are there counting the regular way? The Say Ten Way?

2. Move the cubes into 2 rows.

1. How many cubes are there? (Assessing for conservation.)
2. Please show me how you count these cubes that are now in rows.

3. Move the cubes into a circle.

1. How many cubes are there? (Assessing for conservation.)
2. Please show me how to count these cubes that are now in a circle.

4. Put one more cube in your circle. How many cubes do you have now?

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
|  |  |

**Kindergarten Module 5: Mid-Module Assessment Task Rubric**

| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item | STEP 1  Little or no evidence of reasoning with an incorrect answer.  (1 point) | STEP 2  Evidence of some reasoning with an incorrect answer.  (2 points) | STEP 3  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 points) | STEP 4  Evidence of solid reasoning with a correct answer.  (4 points) |
| **Topic A #1 & 2**  K.CC.1 | The student answers 0 parts correctly. | The student answers 1 of the 2 parts correctly. | The student counts 10 straws into a pile, and then 6 straws, but makes a minor error. | The student correctly:  1. Counts 10 straws into a pile while whisper counting.  2. Counts 6 straws into a pile. |
| **Topic A #3 & 4**  K.NBT.1 | The student answers 0 parts correctly. | The student answers 1 of the 2 parts correctly. | The student counts to 16 the Say Ten Way with a minor error and answers 16 straws. | The student correctly:  3. Counts the Say Ten Way starting with the group of 10, “…ten one, ten two, ten three, ten four…” all the way up to 16.  4. Answers 16 straws. |
| **Topic B #1 & 4**  K.CC.3  K.CC.5 | The student answers 0 of the 2 parts correctly. | The student answers 1 of the 2 parts correctly. | The student counts/moves 13 cubes with a minor error.  The student writes the numeral 16 correctly. | The student correctly:  1. Counts/moves 13 cubes.  4. Writes the numeral 16. |
| **Topic B #2 & 3**  K.NBT.1 | The student shows little evidence of understanding how to represent a teen number and/or use Hide Zero cards. | The student shows a beginning understanding of representing teen numbers and using Hide Zero cards but is unable to answer correctly. | The student accurately uses the Hide Zero cards, but produces an incorrect quantity to represent the 1 in 13.  OR  The student identifies a group of 10 as representing the ‘1’ in 13 but cannot use the Hide Zero cards accurately. | The student correctly  2. Selects both the 10 and 3 Hide Zero cards to accurately make 13.  3. Identifies a group of 10 as being representative of the 1 in the numeral 13. |

**Kindergarten Module 5: Mid-Module Assessment Task Rubric (continued)**

| A Progression of Learning (continued) | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item | STEP 1  Little or no evidence of reasoning with an incorrect answer.  (1 point) | STEP 2  Evidence of some reasoning with an incorrect answer.  (2 points) | STEP 3  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 points) | STEP 4  Evidence of solid reasoning with a correct answer.  (4 points) |
| **Topic C**  K.CC.4b  K.CC.4c  K.CC.5  (K.NBT.1) | The student correctly answers **0-1** of the six parts. | The student correctly answers **2-3** of the six parts. | The student correctly answers **4-5** of the six parts. | The student correctly answers **6** of the six parts. (See below.) |
| 1. **(1)** Counts 12 cubes and says twelve the Say Ten Way.  2a. **(2)** Knows the total is 12 without recounting.  2b. **(3)** Arranges and counts each array.  3a. **(4)** Knows the total is 12 without recounting.  3b. **(5)** Arranges and counts in a circle.  4. **(6)** Adds 1 more to the quantity and determines the new quantity with or without recounting. | | | |

**Kindergarten Module 5: Mid-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little or no evidence of reasoning with an incorrect answer.  (1 Point) | Evidence of some reasoning with an incorrect answer.  (2 Points) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | Evidence of solid reasoning with a correct answer.  (4 Points) |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 5: Mid-Module Assessment** | | | | | | | | | |
| **Domain** | | | | **Standards** | | | | | |
| Topic | Counting and Cardinality | | Number and Operations – Base Ten | | K.CC.1 | K.CC.3 | K.CC.4 | K.CC.5 | K.NBT.1 | |
| A 1, 2 | 1 2 3 4 | |  | | X |  |  |  |  | |
| A 3, 4 |  | | 1 2 3 4 | |  |  |  |  | X | |
| B 1, 4 | 1 2 3 4 | |  | |  | X |  | X |  | |
| B 2, 3 |  | | 1 2 3 4 | |  |  |  |  | X | |
| C | 1 2 3 4 | |  | |  |  | X | X | X | |
|  |  | | | | |  | | | |
| Domain  Score | Counting and Cardinality | | Number and Operations – Base Ten | |  | | | | |
| Total Points |  | |  | |
| Level | 4 | 11-12 points | 4 | 7-8 points |
| 3 | 8-10 points | 3 | 5-6 points |
| 2 | 5-7 points | 2 | 3-4 points |
| 1 | 3-4 points | 1 | 2 points |  | | | | |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

**Kindergarten Module 5: Mid-Module Assessment Task Score Sheet (continued)**

|  |
| --- |
| Mid-Module Assessment Task (Topics A–C)  Clusters and Standards Addressed |
| **Know number names and the count sequence.**  K.CC.1 Count to 100 by ones and by tens.  K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).  Count to tell the number of objects.  K.CC.4Understand the relationship between numbers and quantities; connect counting to cardinality.  b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.  c. Understand that each successive number name refers to a quantity that is one larger.  **K.CC.5** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.  Work with numbers 11-19 to gain foundations for place value.  K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. |

**Kindergarten Module 5: End-of-Module Assessment Task**

Student Name

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Date 1** | **Date 2** | **Date 3** |
| **Topic D** |  |  |  |
| **Topic E** |  |  |  |

Topic D: Extend the Say Ten and Regular Count Sequence to 100

Rubric Score Time Elapsed

Materials: (T) Ten 10-frame cards representing 10

Set out the ten 10-frame cards.

1. (Set out two 10-frame cards.) How many dots are on these cards? Touch and count each dot the regular way. Whisper while you count so I can hear you.

2. Please count the dots from 11 to 20 the Say Ten Way.

3. Please count by 10s to 100 the Say Ten Way.

4. Please count by 10s to 100 the regular way.

5. Start at 28. Count up by 1s and stop at 32 the regular way. (If the student is unable to do this, try 8 through 12, then 18 through 22.)

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
|  |  |

**Kindergarten Module 5: End-of-Module Assessment Task (continued)**

Topic E: Represent and Apply Compositions and Decompositions of Teen Numbers

Rubric Score Time Elapsed

Materials: (S) 17 centimeter cubes, 8 ½" × 11" number bond template (Lesson 7 Template) in personal white board, eraser

1. (Set out 17 cubes.) How many cubes are there? (Note the arrangement in which the student counts. If the student does *not* arrange into a straight line or array, do so for the student.)

2. Separate 10 cubes into a group.

3. Write 17 as a number bond on your personal white board using 10 ones as one of the parts. (Be sure to have students write the numerals.)

4. (Write 17 = \_\_\_\_\_ + \_\_\_\_\_\_.) Make an addition sentence to match your number bond.

5. How are your number bond and your addition sentence the same?

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
|  |  |

**Kindergarten Module 5: End-of-Module Assessment Task Rubric**

| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item | STEP 1  Little or no evidence of reasoning with an incorrect answer.  (1 point) | STEP 2  Evidence of some reasoning with an incorrect answer.  (2 points) | STEP 3  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 points) | STEP 4  Evidence of solid reasoning with a correct answer.  (4 points) |
| **Topic D #1, 4, 5**  K.CC.1  K.CC.2 | The student correctly answers 0 of the 3 parts. | The student correctly answers 1 of the 3 parts. | The student correctly answers 2 of the 3 parts. | The student correctly answers all 3 parts. (See below.) |
| 1. **(1)** Counts the dots (1-20) on the cards the regular way.  4. **(2)** Counts by 10s to 100 the regular way.  5. **(3)** Counts from 28 to 32 the regular way. | | | |
| **Topic D #2, 3**  K.NBT.1 | The student correctly answers **0** of the two parts. | The student correctly answers **1** of the parts. | The student counts from 11-20 and by 10s to 100 the Say Ten Way with minor errors. | The student correctly:  2. Counts the dots from 11 to 20 the Say Ten Way.  3. Counts by 10s to 100 the Say Ten Way. |
| **Topic E #1-5**  K.CC.3  K.CC.4  K.CC.5 | The student correctly answers **0** of the three parts. | The student correctly answers **1** of the three parts. | The student correctly answers **2** of the three parts. | The student correctly answers **3** of the three parts. (See below.) |
| 1. **(1)** Counts 17 cubes into an array or line.  2. **(2)** Separates 10 cubes.  3-5. **(3)** Writes the numbers: 17, 10, and 7 to represent the cubes. | | | |
| **Topic E #3-5**  K.NBT.1 | The student correctly answers **0** of the three parts. | The student correctly answers **1** of the three parts. | The student correctly answers **2** of the three parts. | The student correctly answers **3** of the three parts (assessment numbers 3-5). (See below.) |
| 3. **(1)** Writes 17 as the whole and 10 and 7 as the parts of 17 in the number bond.  4. **(2)** Writes an accurate addition sentence for 17.  5. **(3)** Reasonably connects the number bond and addition sentence. | | | |

**Kindergarten Module 5: End-of-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little or no evidence of reasoning with an incorrect answer.  (1 Point) | Evidence of some reasoning with an incorrect answer.  (2 Points) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | Evidence of solid reasoning with a correct answer.  (4 Points) |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 5: End-of-Module Assessment** | | | | | | | | | | | |
| **Domain** | | | | **Standards** | | | | | | | |
| Topic | Counting and Cardinality | | Number and Operations – Base Ten | | K.CC.1 | K.CC.2 | | K.CC.3 | K.CC.4 | K.CC.5 | K.NBT.1 | |
| D 1, 4, 5 | 1 2 3 4 | |  | | X | X | |  |  |  |  | |
| D 2, 3 |  | | 1 2 3 4 | |  |  | |  |  |  | X | |
| E 1-5 | 1 2 3 4 | |  | |  |  | | X | X | X |  | |
| E 3-5 |  | | 1 2 3 4 | |  |  | |  |  |  | X | |
|  |  | | | | | |  | | | | |
| Domain  Score | Counting and Cardinality | | Number and Operations – Base Ten | |  | | | | | | |
| Total Points |  | |  | |
| Level | 4 | 7-8 points | 4 | 7-8 points |
| 3 | 5-6 points | 3 | 5-6 points |
| 2 | 3-4 points | 2 | 3-4 points |
| 1 | 2 points | 1 | 2 points |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

**Kindergarten Module 5: End-of-Module Assessment Task Score Sheet (continued)**

|  |
| --- |
| End-of-Module Assessment Task (Topics D–E)  Clusters and Standards Addressed |
| Know number names and the count sequence.  K.CC.1 Count to 100 by ones and by tens.  K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).  **K.CC.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).  Count to tell the number of objects.  **K.CC.4** Understand the relationship between numbers and quantities; connect counting to cardinality.  b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.  c. Understand that each successive number name refers to a quantity that is one larger.  **K.CC.5** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.  Work with numbers 11–19 to gain foundations for place value.  K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones,  e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed  of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. |